

PRE-SCHOOL INSPECTION



Education and Training
Inspectorate

Naíscóil na Móna, Belfast

Report of an Inspection in
June 2015

eti

*The Education and Training Inspectorate -
Promoting Improvement*

Providing Inspection Services for

Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure

CUSTOMER
SERVICE
EXCELLENCE



Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75%-90%
A majority	-	50%-74%
A significant minority	-	30%-49%
A minority	-	10%-29%
Very few/a small number	-	less than 10%

Performance levels

The Education and Training Inspectorate (ETI) use the following performance levels in reports:

DESCRIPTOR
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

Contents

Section	Page
1. Inspection method and evidence base	1
2. Context	1
3. Focus of inspection	1
4. Overall findings	1
5. Achievements and standards	2
6. Provision	2
7. Leadership and management	3
8. Conclusion	3
Appendix	

1. Inspection method and evidence base

The key questions and quality indicators which guide inspection and self-evaluation of pre-school centres, which were applied to this inspection, are available in the ETI's publication *Together Towards Improvement: a process for self -evaluation* at: [Together Towards Improvement Pre-school | Education and Training Inspectorate](#)

Inspectors observed teaching and learning through play, the children's achievements and standards, scrutinised relevant documentation, and held informal discussions with children, and staff with specific responsibilities.

The arrangements for this inspection included:

- a discussion with the staff;
- a meeting with those involved with leadership and management; and
- the opportunity for the parents and staff to complete a confidential questionnaire.

All of the parents and staff who responded to the questionnaire were wholly positive about all aspects of the life and work of the naíscoil. The parents praised the caring staff and their children's enjoyment of the naíscoil.

2. Context

Naíscoil na Móna is situated in the residential area of Turf Lodge in West Belfast. The current enrolment is 20 and almost all of the children come from the surrounding area. All of the staff have been appointed since the time of the last inspection in 2008.

3. Focus of inspection

The inspection focused on:

- the children's achievements and standards;
- the quality of provision; and
- the quality of leadership and management.

4. Overall findings

Overall Performance Level	Good
Achievements and Standards	Good
Provision	Satisfactory
Leadership and Management	Good

Key findings of the inspection

5. Achievements and standards

- The children are well-settled and most are developing effective social skills and friendships as they play together in pairs and small groups. They show good levels of independence, are secure in the established routines of the day and are well-behaved. Most of them engage in purposeful, concentrated play.
- Most of the children have a good understanding of the Irish spoken to them and are beginning to respond in Irish using single words. The children have made good progress with their early mark making and writing.
- The children have a good understanding of key mathematical concepts, such as number, measures and positional language; they use mathematical language naturally during play, both indoors and outdoors.
- The children are developing well their fine motor skills as they use a range of tools in the playroom during snack, at the dough table and in the home corner. They are also developing well their gross motor skills as they engage enthusiastically in physical energetic play outdoors and show very good levels of balance, co-ordination and team-working skills.

6. Provision

- The staff have created an attractive and well-organised learning environment in which the children's artwork is valued and celebrated in attractive displays around the playroom. The daily routine is well organised and provides a good balance between free play and the more adult-led activities.
- The quality of the interactions between the staff and the children is of a consistently good to very good standard. The staff use Irish in all of their interactions with the children and have created a linguistically-rich immersion environment for the children.
- The quality of the arrangements for pastoral care in the naíscoil is very good. There is a positive and inclusive ethos and the staff treat each other and the children with care and respect. A particular strength is the consistent and sensitive manner in which all staff promote positive behaviour in the naíscoil.
- The play programme is broad and well-balanced and provides satisfactory to good opportunities for learning across all areas of the pre-school curriculum. It will be important that the staff continue to develop the planning to help ensure progression in learning for all children. There is also a need for the staff to develop a more strategic approach to observing, recording and assessing the learning and development for all of the children in order to provide clear evidence of their progress across all areas of the pre-school curriculum and to inform better future planning.
- The naíscoil gives very good attention to healthy eating and physical activity.

7. Leadership and management

- There is a collaborative team approach within the naíscóil and a commitment by staff at all levels to provide a linguistically-rich immersion environment for the children. The leader is an effective role model and is supported well by her staff and management committee in all areas of the life and work of the naíscóil. There is a developing culture of self-evaluation which has begun to inform effectively the development planning processes within the naíscóil.
- There are good links with the parents and the local bunscoil. The parents are kept informed about the life and work of the naíscóil through a monthly newsletter and regular meetings.
- The early years specialist (EYS) from Altram provides regular support to develop the provision in the naíscóil.
- On the basis of the evidence available at the time of the inspection, the naíscóil has comprehensive arrangements in place for safeguarding children. These arrangements reflect the guidance issued by the relevant Departments.

8. Conclusion

In the areas inspected, the quality of education provided by this naíscóil is good. The naíscóil has important strengths in most of its educational and pastoral provision. The inspection has identified the following area for improvement which the naíscóil has demonstrated the capacity to address:

- to develop a more strategic approach to observing, recording and assessing the learning and development for all of the children in order to provide clear evidence of their progress across all areas of the pre-school curriculum and to inform better future planning.

The Education and Training Inspectorate will monitor, through district inspection activity, the naíscóil's progress on the area for improvement.

STATISTICAL INFORMATION NAÍScoil NA MÓNA

1. Details of Children

Total number of children:	am session	pm session
attending the pre-school setting	20	-
in their immediate pre-school year	20	-
funded by Department of Education (DE)	20	-
qualifying under DE admission criteria 1 & 2	-	-
with a statement of special educational needs	0	-
without a statement but receiving therapy or support from other professionals for special educational needs	0	-
with English as an additional language	0	-
who left in previous school year to attend reception provision within a primary school	0	-

* Special Educational Needs = fewer than five

Attendance** of funded children for the previous school year.	90%
Number of days open in previous school year	191

** Calculated from the date when the intake was complete

2. Details of Sessions

Duration of morning session	Duration of afternoon session
3 hours	-

3. Details of Staff

Number of:	Full-time	Part-time
Staff, including leader	0	3
Number of staff holding a recognised child care qualification	0	2
Number of staff holding a recognised teaching qualification	0	0
New appointments within previous 12 months	0	1

Number of: ***	
Students	0
Trainees	2

*** Total placements since September of current year

© CROWN COPYRIGHT 2015

This report may be reproduced in whole or in part, except for commercial purposes or in connection with a prospectus or advertisement, provided that the source and date thereof are stated.

Copies of this report are available on the ETI website: www.etini.gov.uk